

TERMS OF REFERENCE Baseline Evaluation

Project: “EM GiRLS_Advancing ethnic minority gender-responsive learning and school environments in Ha Giang and Lai Chau” for the period from 31 March 2025 to 30 March 2026

1. About Plan International Vietnam

Founded in 1937, Plan International is a development and humanitarian organization that advances children’s rights and equality for girls. We strive to advance children’s rights and equality for girls all over the world. As an independent development and humanitarian organization, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children’s rights from birth until they reach adulthood and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 80 years we have been building powerful partnerships for children, and we are active in over 75 countries.

Plan International has been working in northern and central Vietnam since 1993. Our work supports marginalized children and youth, especially adolescent girls, to grow up physically and mentally healthy and ready to shape their future. We create an enabling environment and empower girls to be active drivers of change in realizing their rights.

2. Project Summary and Objectives

- Project name: “EM GiRLS: Advancing ethnic minority gender-responsive learning and school environments in Lai Chau and Ha Giang (Year 1)” (FAD: 100538)
- Donor: Ministry of Foreign Affairs (MOFA), Japan
- Project duration: 31 March 2025 – 30 March 2026
- Project location: 5 communes of Sin Ho district, Lai Chau province, 4 communes of Meo Vac district and 4 communes of Yen Minh district, Ha Giang province

The project summary:

The project seeks to address the poor school infrastructure, in particular the boarding room facilities and equipment; the school health and counseling services as well as the poor teaching delivery on comprehensive sexual education at primary and secondary schools in 13 communes of Lai Chau and Ha Giang province in northwest Vietnam. The region is among the poorest in Vietnam and is home to a large ethnic minority population and the proposed project addresses their urgent needs in achieving their positive education and health outcomes.

The project will collaborate with education sectors, including selected 13 schools, teachers, and parents, to address infrastructural constraints, limited equipment, and poor comprehensive instruction delivery for ethnic minority children. The Project aims to improve school infrastructure for ethnic students, provide them with good quality boarding room facilities and equipment as well as school’s health and counselling services to encourage students to complete their secondary studies,

and build teachers' capacity to deliver high-quality comprehensive sexuality education, that in the long term, will significantly contribute to the elimination of child forced early marriage (CEFM), particularly among young ethnic women and girls in Lai Chau and Ha Giang provinces. The combination of project interventions will serve as a critical foundation for reducing poverty through the social and economic empowerment of girls and young women who will, in turn, contribute to the sustainable and equitable growth of their communities and target areas

Objectives

The Project identifies three components with distinct objectives to support the goal to enable Ethnic minority students in primary and secondary schools in Lai Chau and Ha Giang province learn in gender-responsive study environments and actualize their sexual reproductive health: (1) improvement in boarding room-related infrastructure and gender responsive school health and counselling corners; (2) enabling educational environment for quality teaching approaches including CSE and (3) strengthened agency of primary and secondary ethnic minority students to address harmful practices related to SRHR, including GBV and CEFM.

Overall objective (impact):

The project will contribute to increasing the number of ethnic minority children, especially girls, who are protected from all forms of GBV, including CEFM

Specific Objective: Ethnic minority students in primary and secondary schools in Lai Chau and Ha Giang province can learn in gender-responsive study environments and realize their sexual reproductive health rights.

To achieve the above objectives, the project aims to follow outcomes/outputs as follows:

Outcome 1: Infrastructure in selected primary and secondary schools in Lai Chau and Ha Giang is improved to be more gender equal and inclusive.

- Output 1.1: Gender equal and inclusive boarding room-related infrastructure are constructed or renovated in selected primary and secondary schools
- Output 1.2: Gender responsive school health and counselling corners are improved in selected primary and secondary schools

Outcome 2: Enabling education environment of selected primary and secondary schools is improved for the provision of quality CSE

- Output 2.1: Primary and secondary teachers and school leaders are trained to be able to deliver learner-centred, gender-responsive, inclusive teaching approaches, including CSE
- Output 2.2: Primary and secondary teachers in Lai Chau and Ha Giang province successfully roll-out CSE in their schools

Outcome 3: The agency of ethnic minority students to address harmful practices related to SRHR, including GBV and CEFM is strengthened.

- Output 3.1: Ethnic minority students at primary and secondary schools engage with their peers to discuss SRHR internally
- Output 3.2: Ethnic minority students at primary and secondary schools take action to influence stakeholders and challenge harmful practices related to SRHR at district and provincial levels

3. Purpose of the Baseline

3.1 Purpose:

The purpose of the assignment is to carry out a study to establish baseline against each indicator given in **Appendix 1**. The information on the indicators will later be used to measure and monitor project progress against the set indicators over the course of the project implementation.

3.2 Scope of work:

The study will cover specific areas as following:

- Attitude, Knowledge and behavior of adolescents, parents/care givers, teachers and service providers on SRHR and the linkage among SRHR, CEFM, unwanted pregnancy and enabling learning environment
- Availability and quality of SRHR support services at school setting and how its connection with community-based services
- Challenges and opportunities for improved quality of delivery CSE curriculums at primary and lower secondary targeted schools
- Specific needs and priorities of relevant stakeholders, particularly teachers, students and local authorities related to delivery CSE and SRHR services for adolescents and achieve expected outcomes of this project

3.3 Geographical coverage

The baseline survey will be conducted in Lai Chau province (5 communes of Sin Ho district), Ha Giang province (8 communes of Yen Minh and Meo Vac districts) and Hanoi

3.4 Target groups to be covered

The baseline survey, conducted by an independent consultant team at the beginning of project period, aims to capture the situation and inform project indicators at each of the schools. Most of the indicators for the project outcomes are selected from Plan International's set of AOGD's indicators (ECD and SRHR areas), of which some are locally defined to reflect nature of contextualized project interventions. As high quality CSE is a new core topic for the target schools, results of the baseline survey will help adapt MERL activities. For example, targets of the project will be practical and feasible from initial implementation to final result stages.

This baseline survey will cover representations of project stakeholders, policy makers, government authorities, social service workers, community members, women and men, children and young people in Lai Chau and Ha Giang, including:

- Students at primary and lower secondary schools, particularly girls and vulnerable groups (representation of different ethnic groups, people with disabilities...)
- Parents/ caregivers
- School staff and teachers will work as the primary duty bearers as they are working with students in targeted schools.
- Service providers (school counsellors, healthcare workers at schools and communities), and other allied services
- Local authorities and leaders of DOETs

4. Users of the Baseline

The intended users of this data are Plan International Japanese, Plan International Viet Nam, project stakeholders, and relevant partners.

Dissemination of findings:

Findings of the baseline survey will be disseminated to donors, the project stakeholders and beneficiaries in order to get their feedback/comments. Dissemination activities will be logistically organized by PIV through project's workshop among project partners, stakeholders and beneficiaries. The consultants will be invited to participate and do presentations.

5. Methodology

5.1 Methods for Data Collection and Analysis

The consultants/ experts are expected to be responsible for describing the overall baseline evaluation design, data sources to be used (including sampling), methodology and data collection tools that are best suited to the assignment and local context. The consultants/ experts are required to use different data collecting methods, such as:

- Desk review (external literature, key project documents): review the relevant documents, including the project proposal, resources and results framework, documentation, reports, and other relevant research.
- Direct observation
- Key informant interviews
- Questionnaires
- Focus group discussions

The survey design and methodology will be discussed and agreed with PIV M&E team, PIV project team and with the implementing partners at the beginning of the consultancy. The consultants/ experts are also expected to provide child friendly and simple methods so that youth and adolescents, vulnerable people can participate.

5.2 Sample

The consultants/ experts (team) will be expected to propose an appropriate sampling methodology and size that is statistically valid and cost-effective, based on information provided by the project team to ensure that necessary information can be collected. All data, qualitative and quantitative collected through the study must be disaggregated by sex. Both the sample size and revised tools will be discussed and agreed with PIV project team before the commencement.

The consultants/ experts are expected to develop and suggest a sampling strategy including a description of:

- Sample size (or expectations of the consultant (s) in calculating it).
- Necessary respondents' disaggregation
- Number and type of locations
- Sampling approach

* Sample size submitted to PIV should follow table format below:

Data collection methods	Sample	Total
Questionnaires	With men, women With adolescent girls and boys With people with disabilities	
FGDs	With adolescent girls With adolescent boys With people with disabilities Local government staff, service providers	
KII with partners and stakeholders	Leaders of project partners and government agencies	
Case study		

6. Ethics and Child Protection

PIV is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with Ethical MERL Framework and our Global Safeguarding Policy: Say YES! To keep children and program participants safe and protected. All applicants should include details in their proposal on how they will ensure ethics and child protection in the data collection process. Specifically, the consultant(s) shall explain how appropriate, safe, non-discriminatory participation of all stakeholders will be ensured and how special attention will be paid to the needs of children and other vulnerable groups. The consultant(s) shall also explain how confidentiality and anonymity of participants will be guaranteed.

A risk assessment will be conducted by the safeguarding focal points and the consultant team before implementing the baseline survey to mitigate foreseen risks for children, youths and participants in the survey

Level of Contact with Children:

High level: Interaction with children in consultations are required. The consultant must comply with Plan’s child protection policy and standards throughout the research process

7. Key Deliverables

The consultants/ experts are expected to provide the following key deliverables:

- a. Inception report (in English)

The consultants shall submit an inception report after signing of the agreement detailing on the survey methods, tools and work plan. It should include:

- an updated timeline;
 - detailed methodology, including draft sampling methodology and size;
 - draft data collection tools;
 - ethical considerations;
 - consent forms for any primary data collection;
 - (draft) methods for data analysis;
 - brief justification of the methods and techniques used (including relevant underlying values and assumptions/ theories) with a justification of the selections made (e.g. of persons interviewed).
- b. Draft Baseline Report including an Indicator Tracking Table with baseline data inserted
- c. Final Baseline Report (including Executive Summary) in English and Vietnamese
- d. Final Sampling methodology (including unit of sampling and sampling frame) and size e. Final Data Collection Tools
- f. Cleaned Data (including data files (e.g. Excel, SPSS), transcripts of qualitative data, syntax/ code books etc.)
- g. Completed Consent Forms (including for children and their caregivers and adults)
- h. Other Communication Products for Dissemination

8. Timeline and Estimated Working Days

The consultancy is estimated to be undertaken from the 1st quarter of year 1, the mission is expecting at the 2nd week of May till October 2025. The consultancy team is expected to have maximum 3 persons (one Team Leader and two team members).

A detailed timeline will be worked out jointly with the consultants after recruitment but a preliminary timeline for the key deliverables is:

Task/ Deliverable	Deadline	Estimated No. of working days (for the whole consultant team)
Finalization of TOR and public announcement	25 April	Project Team
Deadline for Proposal of consultants	10am, 13 May	
Contract with Consultancy Team	26 May	Project Team
Inception report in English (Toolkit in	2 June	5 days

<u>Vietnamese and English, Ethics Review Application package)</u>		
Finalise the inception report based on the feedback from PIV	5 June	1 day
Prepare schedule for field work (Online Training for Enumerators, Ethics Review Approval)	16 June	1 day
Field work in Ha Giang 2	24 – 31 August	6 working days (for total maximum 3 persons)
Field work in Lai Chau	17 – 22 August	4 days (for total maximum 3 persons)
Data entry, cleaning, and analysis	8 September	8 days
Prepare draft report	18 September	6 days
Presentation of the findings	24 – 25 September	0.5 day in Ha Giang 2 0.5 day in Lai Chau
Consultation, feedback collection, refine report, incorporating in the report	10 October	4 days for Part 2;
Submission of final report to PIV	25 – 10 October	N/A
Total working days for 3-person team of consultancy		36 days

9. Budget

The consultants are required to propose a detailed budget for this consultancy together with the technical proposal and submit to PIV for review and approval. The budget should include number of working days and daily rate for the lead consultant(s) and in-country team members. The consultancy fee does not include travel, field work and logistic costs that will be paid for directly by PIV.

10. Management

Consultant(s) will conduct the baseline evaluation based on the workplan and methodology agreed with Plan International Vietnam.

Project Coordinator in PIV Country Office will be the focal person to coordinate the consultant hire, work plan, methodology and review reports to ensure the report meets criteria.

Provincial Partnership Managers (PPMs) at Lai Chau and Ha Giang Program Units are focal persons and responsible to coordinate and arrange the field work, meetings, invite key relevant stakeholders for interviews, FGDs ... during field data collection as well as input comment during finalization of the reports.

11. Qualifications and Experience of the Consultants

PIV is looking for a consultant/expert (or a group of experts) with strong records in conducting evaluation related to community development and empowerment, participatory development and methodologies, asset-based community development, gender-based violence, child marriage prevention, youth activism, particularly in Vietnamese and mountainous, ethnic minority community's context. The consultants/ experts will need respect and credibility within the field, excellent knowledge of monitoring and evaluation in theory and practice, and a good understanding of policy work.

Required Competencies:

- Demonstrable expertise (5 to 10 years) on community participatory development and empowerment, asset-based community development, community engagement and policy advocacy, GBV with gender sensitizing.
- Demonstrable experience (5 to 10 years) in designing and conducting quantitative and qualitative research/evaluation of complex programs and ability to conduct high quality research, meet deadlines and respond to requests and feedback provided timely and appropriately;
- Strong analytical skills and previous experience in data entry using statistical analysis software;
- Experience in undertaking participatory research and consultations
- Knowledge of Vietnam governance and cultural context.
- Knowledge of women's and children's rights: previous experience conducting research with children and vulnerable groups would be considered an asset;
- Excellent and demonstrated understanding of Child Protection and ethical issues in research.
- Excellent written and verbal communication and reporting skills in English.

12. Contact

Consultants/ experts who are interested in taking this consultancy, please submit the proposal package in English via email to: NhomMuaSam.Mot@plan-international.org

13. Applications

Interested applicants provide a proposal covering the following aspects:

- Detailed response to the TOR
- Proposed methodology
- Ethics and child safeguarding approaches, including any identified risks and associated mitigation strategies
- Proposed timelines
- CVs
- Example of previous work
- Detailed budget, including daily fee rates, expenses, taxes, etc.

The deadline for submitting the proposal package will **be no later than 10am 13th May 2025**. Only short-listed consultant groups will be contacted for interview.

APPENDIX 1
LOGICAL FRAMEWORK
“Advancing ethnic minority gender-responsive learning and school environments
in Lai Chau and Ha Giang”

Logic of intervention		Baseline	Target	Means of verification	Assumptions
<p>Overall objective (impact): The project will contribute to increase the number of ethnic minority children, especially girls, who are protected from all forms of GBV, including CEFM.</p>				<ul style="list-style-type: none"> • Baseline report • Progress reports • End-line evaluation report 	
<p>Specific Objective: Ethnic minority students in primary and secondary schools in Lai Chau and Ha Giang province can learn in gender-responsive study environments and realize their sexual reproductive health rights.</p>					
Outcome					
<p>Outcome 1 Infrastructure in selected primary and lower secondary schools in Lai Chau and Ha Giang is improved to be more gender equal and inclusive.</p>	<p>IQEO4.2.3 Degree to which schools and learning spaces / centres are meeting defined national / global standards for an accessible, safe and protective environment at the time of measurement</p>	N/A	<p>Y1 30% primary (with score of 6 or more)</p> <p>30% secondary (with score of 6 or more)</p> <p>Y2 50% primary (with score of 6 or more)</p> <p>50% secondary</p>	<ul style="list-style-type: none"> • Baseline report • Progress report • End-line evaluation report 	<p>The project budget is committed as it is annually planned, and local partners actively implement the project. No serious disasters happen.</p>

Logic of intervention		Baseline	Target	Means of verification	Assumptions
			(with score of 6 or more) <u>Y3</u> 70% primary (with score of 6 or more) 70% secondary (with score of 6 or more)		
	<u>IQEO6.5.1</u> Degree to which schools and learning centres are implementing gender-responsive and inclusive policies at the time of measurement	N/A	<u>Y1</u> 30% (with score of 2 or more) <u>Y2</u> 50% (with score of 2 or more) <u>Y3</u> 70% (with score of 2 or more)		
Outcome 2 Enabling education environment of selected primary and secondary schools is improved for the provision of quality CSE.	<u>IQEO 5.1.2</u> % of teachers who are observed using learner-centred, gender-responsive, inclusive teaching approaches at the time of measurement	N/A	<u>Y1</u> 30% <u>Y2</u> 50% <u>Y3</u> 75%	<ul style="list-style-type: none"> • Baseline report • Progress report • End-line/evaluation report 	
	<u>SRHO 6.3.1:</u> % teachers who feel supported and are able to deliver CSE lessons at schools	N/A	<u>Y1</u> 20% increase compared to result from the baseline survey <u>Y2</u>		

Logic of intervention		Baseline	Target	Means of verification	Assumptions
			10% increase compared to result from the baseline survey <u>Y3</u> 10% increase compared to result from the baseline survey <u>Y1</u> 10% increase in comparison with the baseline survey <u>Y2</u> 10% increase in comparison with the baseline survey <u>Y3</u> 10% increase in comparison with the baseline survey		
Outcome 3 The agency of ethnic minority students to address harmful practices related to SRHR, including GBV and CEFM is strengthened.	SRHO 2.3.1 % of parents and caregivers who report that they feel able to support their children on SRHR SRHO 1.1.1 % of CAY with correct knowledge about SRHR core topics	0.9% (Refer the baseline survey of a project being implemented nearby the proposed	<u>Y1</u> 10% increase in comparison with the baseline survey <u>Y2</u> 15% increase in comparison with the baseline survey	<ul style="list-style-type: none"> • Baseline report • Progress report • End-line evaluation report 	The project budget is committed as it is annually planned, and local partners actively implement the project. No serious

Logic of intervention		Baseline	Target	Means of verification	Assumptions
		locations for this project)	Y3 20% increase in comparison with the baseline survey		disasters happen.
	SRHO 1.5.2 % of CAY who say that they can challenge negative attitudes and behaviors on SRHR and GBV	N/A	Y1 10% increase in comparison with the baseline survey		
			Y2 15% increase in comparison with the baseline survey		
			Y3 20% increase in comparison with the baseline survey		
	SRHO1.2.9 % of CAY who would want to report and/or seek support, if a peer is at risk of CEFM or FGM/C	N/A	Y1 15% increase in comparison with the baseline survey		
			Y2 20% increase in comparison with the baseline survey		
		Y3 20% increase in comparison with the baseline survey			

<p>Output 1.1 Gender equal and inclusive boarding room-related infrastructure are constructed or renovated in selected primary and secondary schools.</p>	<p>Number of students who use boarding rooms and related facilities</p> <p>% of children who answered that the learning environment is safe for girls and children/ persons with disabilities</p>	N/A	1,241	<ul style="list-style-type: none"> • Baseline report • Progress report • End-line evaluation report 	
<p>Activity 1.1.1 [Y1-3] Construct/ renovate boarding rooms including kitchen at primary and secondary schools.</p>	<p>Number of boarding room/kitchen construction</p> <p>Number of boarding room/kitchen renovation</p>	N/A	<p>20</p> <p>20</p>	Progress report	
<p>Activity 1.1.2 [Y1-3] Provision of equipment to boarding rooms including kitchen at primary and secondary schools.</p>	<p>Number of boarding rooms equipment</p>	N/A	13	Progress report	
<p>Activity 1.1.3 [Y1-3] Construct/ renovate toilets, bathrooms; water supply and waste collection and treatment at primary and secondary schools.</p>	<p>Number of toilet, bathroom water supply and waste collection and treatment construction</p>	N/A	13	Progress report	
<p>Activity 1.1.4 [Y1-3] Maintenance and management workshops</p>	<p>Number of construction handover meetings to schools</p>	N/A	6	Progress report	
<p>Output 1.2 Gender responsive school health and counselling corners are improved in selected primary and secondary schools</p>	<p>Number of school health corners is improved with adequate equipment and friendly decoration</p>	N/A	18	<ul style="list-style-type: none"> • Baseline report • Progress report 	

	<p>Number of school counselling rooms combined with healthcare corners are improved with adequate equipment and friendly decoration</p> <p>Number of students accessing these services during the project course</p>		<p>18</p> <p>7,259</p>	<ul style="list-style-type: none"> End-line evaluation report 	
<p>Activity 1.2.1 [Y1-3] Improve school counselling rooms and health corners to be safe and friendly places for students to seek support at selected primary and secondary schools</p>	<p>Number of school counselling room is improved</p> <p>Number of health corners improved</p>	N/A	<p>18</p> <p>18</p>	<p>Progress report</p>	
<p>Activity 1.2.2 [Y1-Y3] Provide health corners with adequate equipment at selected primary and secondary schools</p>	<p>Number of equipment provided to counseling rooms/ health corners</p>	N/A	<p>18</p>	<p>Progress report</p>	
<p>Output 2.1 Primary and secondary teachers and school leaders are trained to able to deliver learner-centred, gender-responsive, inclusive teaching approaches, including CSE</p>	<p>Number of teachers and school staff who completed trainings (TOT on learner-centred, gender-responsive, inclusive teaching approaches and advanced trainings on SRHR counselling and support)</p> <p>Number of school and educational leaders who participated in sensitization CSE sessions</p>	N/A	<p>160</p> <p>80</p>	<ul style="list-style-type: none"> Baseline report Progress report End-line evaluation report 	

	Number of caregivers who participated in sensitization CSE sessions		293		
Activity 2.1.1 Baseline (Y1) and endline survey (Y3)	Number of reports submitted	N/A	2	Progress report	
Activity 2.1.2 [Y1] Organize kick-off workshop introducing the project and share information such as difficulties students from primary and secondary school face, CSE basic orientation etc. – at District level	Number of participants (provincial and district educational leaders and school leaders) attending the workshops	N/A	160	Progress report	
Activity 2.1.3 [Y1, 2] TOT for teachers on learner-centered approach (gender-responsive and inclusive), following the New General Education Program - District level	Number of teachers trained	N/A	200	Progress report	
Activity 2.1.4 [Y1] Customize/ develop full package of CSE for primary school level and revise the CSE package for secondary school level	Number of CSE package developed/customized/ Number of package CSE revision	N/A	3	Progress report	
Activity 2.1.5 [Y1-3] TOT for teachers on delivery CSE's lessons at district level *basic training in Y1 and refresher training in Y2 and Y3	Number of participants attending the trainings	N/A	190	Progress report	
Activity 2.1.6 [Y1-3] Advanced trainings for counsellors and health workers at schools to ensure SRHR and	Number of participants participating the trainings	N/A	270	Progress report	

gender-based violence services are linked to better child protection					
Activity 2.1.7 [Y2-Y3] Organize thematic seminars for school leaders to share lessons learnt and challenges on quality education, including CSE - District level	Number of school leaders attending the seminars	N/A	21	Progress report	
	Number of education leaders at district and provincial level		6		
Activity 2.1.8 [Y1-Y3] Organize closing workshop to disseminate project results and develop action plans for scaling-up the project, including documentation good practices and project results for sharing and scaling-up	Number of school leaders and teachers participating in the workshop	N/A	150	Progress report	
	Number of parents/caregivers participating in the workshop		62		
	Number of government officials participating in the workshop		50		
Output 2.2 Primary and secondary teachers in Lai Chau and Ha Giang province successfully roll-out CSE in their school.	Number of teachers who roll-out CSE in their schools	N/A	26	<ul style="list-style-type: none"> • Baseline report • Progress report • End-line evaluation report 	
Activity 2.2.1 [Y1-3] Sensitization sessions for parents/caregivers on CSE which will be integrated in Parent and Teacher Meetings – 2 meetings per year	Number of parents/caregivers joining CSE orientation	N/A	3,300	Progress report	
Activity 2.2.2 [Y1-3] Conduct diverse community-based communication events (contests/forums) for parents and caregivers at commune level to	Number of parents/caregivers joining CSE communication events	N/A	6,200	Progress report	

raise awareness on SRHR and break harmful norms through parenting clubs					
Activity 2.2.3 [Y1-3] Roll-out CSE module in primary and secondary school *for secondary schools, CSE's lessons were developed by on-going project and can start from Y1	Number of CSE modules rolled-out in primary school		13	Progress report	
	Number of CSE modules rolled-out in secondary school	N/A	13		
	Number of students attending CSE's lessons		4,500		
Activity 2.2.4 [Y2-Y3] Organize biannual meetings to share lessons learned and challenges on teaching CSE by school leaders, teachers, counsellors and health workers – implemented in each target schools	Number of school leaders attending the meetings	N/A	82	Progress report	
	Number of teachers and school staffs attending the meetings		245		
Output 3.1 Ethnic minority students at primary and secondary schools engage with their peers to discuss about SRHR internally	Number of COC members attending CSE sections	N/A	600	<ul style="list-style-type: none"> • Baseline report • Progress report • End-line evaluation report 	
	Number of students participating in COC-led events		60		
Activity 3.1.1 [Y1-3] Conduct advanced training on CSE for COC's facilitators to facilitate COC's regular meetings and related activities at schools	Number of facilitators attending the trainings	N/A	72	Progress report	
Activity 3.1.2 [Y1-3] Conduct COC regular meeting on CSE (3 times per year)	Number of COC members participating in CSE sections	N/A	296	Progress report	

Activity 3.1.3 [Y1-3] COC lead communication events/ open dialogue for students to exchange and share topics on SRHR within their schools (e.g. school contest, exhibitions and initiatives for SRHR corners in their classes)	Number of COC-led events Number of students engaged in COC-led events	N/A	44 850	Progress report	
Output 3.2 Ethnic minority students at primary and secondary schools take action to influence stakeholders and challenge harmful practices related to SRHR at district and provincial level	Number of students who participate in contest	N/A	130	<ul style="list-style-type: none"> • Baseline report • Progress report • End-line evaluation report 	
Activity 3.2.1 [Y2-3] Organize cross-learning/ contests and communication events among selected schools on harmful norms and practices on SRHR at district level, including support for outstanding initiatives to implement at their schools*	Number of contests held Number of students/ parents/caregivers engaged in the events Number of outstanding initiatives supported	N/A	38 3,100 38	Progress report	
Activity 3.2.2 [Y1-3] Cooperate with district and provincial media channels to promote outstanding products from school and cross-school contest to deliver key message on shifting norms on SRHR	Number of media exposure	N/A	88	Progress report	

* Supporting for outstanding initiatives is one step of the whole processes of conducting the contest. For example:
 Step 1: Launching the contest among schools at district level led by District DOET. At this stage, we will develop specific topics, criteria for contest to meet with the project requirements.
 Step 2: Selecting the 3-5 outstanding initiatives to implement at their schools
 Step 3: Monitoring and technical support for implementing outstanding initiatives with media engagement to promote for school's efforts and results)